



1. Summary information					
School	Carr Mill Primary School				
Academic Years	2019 to 2022	Total PP budget	£183,280	Date of most recent external PP Review	No external review
Total number of pupils	291 (+ Nursery)	Number of pupils eligible for PP	136+1 service. 1 Lac, 1 post LAC	Date for next internal review of this strategy	April 2021

2. Current attainment		
	Average / %	National
Standardised scores in reading at KS2 (100 is the expected level)	107	105
Standardised scores in spelling, grammar & punctuation at KS2 (100 is the expected level)	109	106
Standardised scores in mathematics at KS2 (100 is the expected level)	105	104
% achieving expected standard or above in reading, writing & maths (or equivalent)	70%	64%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Communication, language and literacy – being ‘school ready’. Oral language skills in Reception are low for pupils eligible for PP in terms of understanding language and speech skills which can slow reading progress in subsequent years and impacts on all areas of the curriculum.
B.	Vocabulary acquisition/ knowledge. Children have an under developed language base for their age which can affect learning. Acquisition of a wide vocabulary linked to limited experiences and a narrowed reading diet – language reducing the capacity to think, make links, develop ideas and furthermore to comprehend.
C.	Social mobility – life experiences. Pupils have little experience of enriching life experiences and should be provided with a wide range of curriculum opportunities to develop extensive, life-long skills and aspirations.

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Attendance. Figures have improved for children who are eligible for PPG through the guidance and links with EWO but this continues to require focus and tracking.
E.	Family support. Supporting children to focus on education when their concerns sit elsewhere, and they have anxieties linked to circumstances. Home/family circumstances impacts upon the learning of some pupils who are eligible for pupil premium funding. Some families report challenges that they face at home which leads to not completing homework, negativity at home and challenging behaviours leading to lack of sleep.

4. Desired outcomes (Desired outcomes and how they will be measured) **Success criteria**

A.	Communication, language and literacy – being ‘school ready’. Children in the Early Years Foundation Stage will have improved oracy skills which will impact upon their communication, language and literacy development.	Children in EYFS will make excellent progress in their literacy and other curriculum areas. Emotional well-being for targeted pupils improved. Readiness for learning in lessons improved which impacts upon pupil outcomes for key groups.
B.	Vocabulary acquisition/ knowledge. Children to have a wide language range for their age and apply this to their oral and written work. Increased vocabulary in order to access the curriculum and achieve well across a broad range of subjects as measured by their attainment and achievement and pupil voice feedback.	Children read more and have an increasing amount of experiences from which a broader vocabulary will develop. Across the broad curriculum children engage well and achieve expected levels or beyond. They report positively about the curriculum.
C.	Social mobility – life experiences. Children to have a thirst for knowledge and a positive attitude to broadening their range of experiences. They will improve their confidence and aspirations for life beyond primary school.	Children to experience a wide range of activities to broaden their knowledge base. They will report positively about activities.
D.	Attendance. Pupils will be on time for school and ready to learn. Their attitude to learning will improve and they will make excellent progress. Attendance of the group eligible for pupil premium improves and the difference diminishes between this group and others nationally.	Improved overall attendance rates of PPG to exceed the national all pupils.
E.	Family support. Children will have an increased positive attitude generally and towards their schoolwork which leads to higher results. They present in school with positive attitudes and demonstrate healthy relationships with parents/carers.	Homework completed and in on time more frequently. Increased results and positive attitude to school life. Improved relations with family members. Emotional wellbeing improves. Pupil voice outcomes are positive.

5. Planned expenditure					
Academic year		2019/2020			
The four headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Early Years Foundation Stage					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve academic success for targeted groups of PP pupils.	EYFS-CLLD support: Early Talk Boost resources and specialist training.	PP Pupils in EYFS have low oracy skills and therefore require specialist support to develop this early in their education.	Tracking of the key groups and support given.	CD	End of each term
EYFS is also supported by Pastoral – see section iii: targeted support.					

ii. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To improve academic success for targeted groups of PP pupils. Misconceptions will be addressed in small groups and targeted pupils will make good progress. Pupil's confidence and independence in lessons will improve. Targeted pupils will catch up quickly and make age related expectations.</p>	<p>Provide Additional Support in Key Stages – 1 x experienced teacher to provide 1 to 1 and small group intervention 3 days a week.</p> <p>2 days Easter school to provide Year 6 with additional support.</p> <p>TA's briefing time for focused analysis of progress of PP pupils.</p> <p>'Talk Less Teaching' training for all staff: resources, specialist training from a leading consultant and in-house training from leaders.</p>	<p>Data analysis shows that specific PP pupils are not at ARE in specific areas of the curriculum.</p> <p>Following analysis, pupils are targeted for additional provision in reading, writing and maths to ensure they catch up to ARE.</p> <p>Metacognition needs to improve so that children utilise higher order thinking skills to improve their attainment and achievement.</p>	<p>Monitor focused intervention books / additional work and analyse termly data to measure impact of extra sessions.</p> <p>Tracking of the key groups and support given.</p> <p>Observational data and assessments termly.</p> <p>Monitor morning briefings and analysis of PP pupils to track progress.</p> <p>Monitor books, pupil voice, sharing of successful sessions during staff meetings.</p>	<p>AM/VH/KA/ LB/ CD/SH</p>	<p>End of each term</p>
Total budgeted cost					£55,500.00
iii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

	Development of school friendship garden.	Specialised support for our pupils regarding their personal development, welfare and behaviour. The friendship garden will provide activities for targeted PP pupils for group work and will also improve their self-esteem, attitudes towards others and development of team-building skills.			Total Budgeted Cost: £29,000
Families are supported with ensuring children can attend extended provision.	Provide breakfast (Breakfast Bistro staffing and resources) for targeted disadvantaged pupils – 5 x per week. Stay and Play sessions (after school) are provided to PP pupils 2 times a week. Provide extra-curricular after school clubs for PP pupils.	Some PP pupils require support with uniforms and places at breakfast & after school club to support families. Pupils gain the opportunity to attend an enrichment club to develop art skills e.g. photography, textiles. After school clubs to provide targeted support for children who require further intervention e.g. Money Sense, Reading Plus, sporting clubs.	Pupil /parent voice. Pastoral records. Breakfast / after school club records.	JJ	July 2020 Total Budgeted Cost: £20,000
iv. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Music tuition and art sessions are undertaken by PP pupils to widen their educational experiences and further develop potential.	To provide funding for music lessons and specialist lead art lessons to specific PP children. Curriculum enrichment of trips to broaden cultural experiences.	Many of our most 'in need' pupils are interested in wider curriculum opportunities and would excel at creative sessions such as music lessons / specialist art sessions if they are given the opportunity. PP pupils to be given the opportunity to experience a variety of trips (e.g. Royal Liverpool Philharmonic to watch a live orchestra, Living Rooms RE experience	Feedback from schools' music services teachers. Performances/work undertaken by children who partake in wider opps sessions. Pupil / parent voice.	DC/ VH	July 2020

	<p>Provide children with the opportunity to experience 'Forest Schools'.</p> <p>Mindfulness project for all children.</p>	<p>Chester Zoo's Songbird project – whole school) as they never be able to access such opportunities outside of school.</p> <p>Children to be involved in the whole school 'mindfulness project' so that they are ready to learn in the best possible way.</p>			<p>Total Budgeted Cost:</p> <p>£17,600</p>
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